

the

AMERICAN TEACHER

magazine

OCTOBER, 1957

TEACHER,
COMMUNITY
LEADER

**BARGAINING
PROCEDURES**

**LET'S KEEP
KINDERGARTENS**

**AN EVALUATION
OF TELEVISION**

Guest Editorials

THE RECENTLY-PUBLISHED annual salary survey by the American Federation of Teachers vividly points out the primary cause of the acute shortage of qualified teachers.

It is the ridiculously low salaries paid to them in many sections of the country, particularly in the South. For example, while teachers with Master's degrees in some Arkansas towns are paid starting salaries of \$2,100, they would be paid over \$5,000 in some New York cities.

**From
Labor's
Daily**

The same wide spread exists between teachers with Bachelor's degrees.

The report also said that 29 states allocate school aid money for non-degree teachers in an obvious attempt to "plug the teachers shortage."

Another somber aspect is that in many states there are as many qualified teachers not working at the profession, because of low pay and poor working conditions, as are teaching.

In the same Southern towns where less than subsistence salaries are paid teachers, skilled workers, particularly union members, on an average are paid twice as much, or more, than the pedagogues.

The situation that forces members of one of the noblest professions to sacrifice their personal welfare in order to pursue the task of helping to mold the minds and lives of tomorrow's citizens is, of course, a national disgrace.

Labor, ever the staunchest champion of education, has a tremendous task cut out for it. First, it must greatly increase its support to the American Federation of Teachers' campaign to organize all teachers, because that offers the most effective and quickest solution to the glaring inequities in the teaching profession.

Secondly, labor must help to spearhead an accelerated program to awaken the people to the seriousness of the crisis in education, and to utilize to the fullest its influence in the Congress and in the state legislatures to bring remedial legislation . . .



HOW MUCH better would we all be without unions? Yes, how much? A gentleman, and no doubt a scholar, had a letter in one of the papers advising workers against getting organized. He said that employees joining unions lose their liberties as individuals and become dominated, also regimented. How true this is!

**From The
Vancouver,
B.C., Sun**

Before the unions came a man was free to do an honest day-and-a-half's work for an honest day's pay. He was at liberty to stand on his own heels

and bargain with the boss. He could be pushed around at any time. Nobody regimented him against it.

The unions have changed this. Today not even the non-union employee is free from the evils of unionism. As a result of union people being dragooned into accepting raises, many non-union people have been intimidated into accepting raises, too.

The good old six-day week that we employees knew so well and were so attached to, was scrapped!

In its place the five-day week was foisted on us!

Instead of being free to work 70 hours in six days, we were quickly dominated into working 40 in five!

And from the very moment the union got us we had to take more pay!

To show you how unions treat you—for every \$20 a month raise the union forced on us we had to pay, I believe it was as much as \$1 a month in dues!

The fate of union members' wives must be particularly trying. In place of the happy times of long hours, low pay and personal insecurity the unions have dominated entire families, indeed, entire communities, into a better standard of life.—Barry Mathers



THE following reflections were prompted by a Letter to the Editor . . . written by a Detroit public school teacher who does not think favorably of the board of education plan to teach children wholesale

**From The
Detroit
Times**

by television. We withhold the name of the correspondent because, unhappily, executives in public service now and then seem to forget the constitutional guarantees of freedom of speech when subordinates disagree with their policies. Our teacher deplores the outlook of mass-production cramming and we must say we feel a good deal the same way. In contrast, we recall the words of another school teacher quoted in The Detroit Times a few days ago. Mrs. Gladys Bentley said:

"I think the best results in teaching science to children are in finding what interests each individual—then making it possible for him to follow it up."

By taking advantage of a child's natural curiosity—at college level it becomes "intellectual curiosity"—he is guided in his own search to understand the world around him. The essence of teaching is to help the child to learn. To some extent, every child natively possesses a strain of curiosity; an inherent desire for knowledge, although frequently it is well hidden.

A true teacher develops and utilizes this capacity of her students. We attribute no such talents to a television set. We cannot imagine a picture tube and loud speaker that could tune themselves to the individual capacities and interests of a child, for the purpose of giving him or her the best possible chance of achievement. The reverse is true.

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ON OUR COVER

UNION **TEACHER** on our cover is Miss Alice Shea, active member of the Hartford (Conn.) Federation of Teachers, Local 1018, physical education teacher (above) in that city's Dominick F. Burns and Richard J. Kinsella elementary schools and is summer (cover) director of its Dwight School Day Camp for Children.

The Camp is sponsored by the city's South End Community Association of business men, parents and teachers, under the direction of the recreation division of the Hartford park department. Said James H. Dillon, Hartford recreation director:

"She has made the camp. Without her it would not be possible to carry it on. She grew up in the neighborhood, has lived with the people of the community and knows their needs."

Miss Shea received her BS from Arnold college and is doing graduate work at Hillyer college. She is a member of the National Health, Physical Education and Recreation Association, of the board of directors of the South End Community Association, and also of the fund raising committee of the University of Bridgeport, Arnold college division.—Photos for the American Teacher magazine by Joseph H. Soifer, secretary, Hartford Federation of Teachers.

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The President's Page

By Carl J. Megel

CHILDREN AND TEACHERS traditionally have associated October with Columbus Day, Indian summer, Jack Frost, corn fodder and pumpkins. For those of us in the *American Federation of Teachers* it also means *Membership Month*. It is with extreme pride that I report the spirited membership campaign which our Locals are at this moment conducting.

Many Locals worked long and hard during the summer sacrificing a much needed vacation in order to properly plan their fall campaign. These dedicated teachers understand that the interest of the teaching profession requires that they give extended attention to organizing men and women of our profession. This is commendable and to me comprehensible.

Recently I spoke to a group of teachers upon the merits of the *American Federation of Teachers*. At the conclusion of the meeting dozens of teachers came to me to inquire about the feasibility of affiliating with us. The anxious look in their faces, the hope that I saw in their eyes filled me with determination to extend our efforts in an expanded organizational program.

MANY of our members gained inspiration and a stimulating experience in attending the recent convention of the *A.F. of T.* This convention was the largest in our history and was claimed by many persons as the finest and best yet held.

The convention highlighted by the challenging and provocative address of Walter Reuther. In clear terms, he stated that "a most important challenge in America is education which becomes more threatening and more serious each day as classrooms become more and more antiquated and as teachers get less and less compensation in terms of their equity in the gross national product.

"There is much noble talk about education. You often hear eloquent orations on the public platforms around election time about how our children are our most precious national asset. Yet after all is said and done, they are treated as though they were unimportant.

"What we need is less pious talk and more practical and positive action on the educational front of America. A society that is more concerned about the amount of chrome on its automobiles than it is for the growth of its children is going to be in deeper trouble as we go down the road of history."

THE CONVENTION of the *American Federation of Teachers* pledged itself unequivocally to expand its efforts to insure to all locals the right of collective bargaining with their school boards for the attainment of the following objectives:

A single salary schedule; a teachable class size in a modern building; tenure laws; adequate accumulative sick leave and hospitalization; improved retirement pensions; published personnel procedure, and a free and uninterrupted lunch period for all teachers.

In my address to the convention I said the accomplishment of



MR. MEGEL

these objectives will do much toward restoring the teaching profession to a status of true professionalism. The *American Federation of Teachers* cannot and must not be content until the job of teaching America's children will again be considered with highest respect by every American.

In a climate of cynicism, fear, and oppression, so prevalent in today's world, members of the *A.F. of T.* with conscience, courage, and candor are fighting for objectives which are jubilant to those who love, remember, and cherish high principles.

In this same concept, we must with renewed vigor continue our opposition to the discredited merit rating system of pay; lowering professional standards; mass instruction by TV as a substitute for teacher-pupil relationships; overloading teachers and circumventing of orderly integration in all school systems.

THE CONVENTION also took cognizance of the need for organizing college teachers. The rapid expansion of higher education, apart from questions concerning funds and facilities, raised certain political issues. With a large percentage of the population attending college, the overall orientation prevailing in such institutions becomes highly significant.

Because college teachers are subject to a pernicious patronage system not duplicated anywhere else, we need to establish a realistic salary schedule which will break the monopoly of the present undemocratic merit system of pay.

THE ABOVE OUTLINE constitutes a courageous, dynamic program. Our struggle for its fulfillment is not alone one of selfish motivation. We, the teachers, know that America can never be stronger than it is taught to be. Accordingly we pledge ourselves to an immediate renewal of our fight for Federal aid for education. At the same time we will stimulate action at the state and local levels to provide increased bonding power and taxes for teachers' salaries. There is obviously something wrong, outdated, inefficient, or irrational with a system wherein equally qualified teachers are paid \$7,500 in one area and as little as \$2,500 in another. There is something wrong, also, with state and local autonomy wherein marble faced school buildings are available for some children while other children are compelled to attend schools without toilet facilities.

The *American Federation of Teachers* is giving and will continue to give leadership to these directives. The cooperative help and assistance of each and every one of you is sorely needed if we are to attain our objectives. May I urge you to do two things: 1) get a new *A.F. of T.* member, and 2) secure larger participation by your local membership in the solution of these problems. With faith in our convictions, soundly and bravely pursuing our objectives, a breakthrough will come.

PROCEDURES

in Collective

Bargaining

By **GEORGE M. HARRISON***

DEMOCRACY, however imperfect in application, is our way of life in the United States. The preservation of the ideal and the perfection of its form rests largely with the teachers in our schools. The age-old struggle for human dignity and for the individual's right to a voice in the determination of the rules by which he will live continues with each succeeding generation.

Both from without and from within our country, democracy as a way of life is under attack by forces which would be advantaged if it were curtailed or destroyed. Its defense must and will succeed against both sources, and the credit must be given, in large measure, to the teachers of America who have engendered in the people a respect and appreciation as well as an understanding of the benefits and processes of democracy.

Democracy is a living, pulsing, throbbing force in our political lives. In that field it has displaced the tyranny of absolutism. Within a political democracy, however, man may still be subjected to the tyranny of absolutism in certain areas of his well-being.

It was the need for democracy on the economic side of man's life that brought into being the idea of collective bargaining. In practice, collective bargaining has proved so successful in democratizing the employer-employee relationship that it has become an established institution in every free democratic nation of the world.

It is the instrument successfully utilized by wage earners, salaried groups and professional people to humanize



MR. HARRISON

the employer-employee relationship. Collective bargaining is equally successful in this role with people employed by governmental units as with private employers. Engineers who are required to be licensed by the state to operate highly technical equipment, rate experts who require many years of schooling to attain proficiency in the interpretation of tariffs, laboratory technicians, professional persons in the lively arts, all of whom require years of schooling in their particular field of endeavor, have found collective bargaining efficacious in establishing their right to a democratic participation in the determination of the conditions

under which their economic activities will be performed.

COLLECTIVE bargaining is an established institution of the American way of life and is utilized by more than fifteen million wage earners and professional people of our nation. Its appeal is to be found in the enlarged opportunity it gives for individual participation in the determination of the conditions of their own life. This thought is well stated by Prof. Frederick H. Harbison, University of Chicago, and Prof. John R. Coleman, Massachusetts Institute of Technology, in their book *Goals and Strategy in Collective Bargaining*, p. 155:

"An American is conditioned by his parents, by his teachers, and by all of the media of mass communication to believe that he is born free and equal, is endowed with the right to seek redress of grievances wherever they arise, and is heir to an economic system guaranteeing him the opportunity to work and to earn a good living.

"If the union provides a worker, therefore, with nothing more than the privilege of speaking out against injustice without incurring the penalty of dismissal for doing so, it strengthens his belief in a democratic order. It is for this and related reasons that most companies, most employers' associations, and both major political parties are for collective bargaining in one form or other."

"In our view, however," they continue (p. 157), "collective bargaining can make its greatest contribution toward achievement of society's goals by protecting and enhancing individuals' rights and freedoms on the job. In addition to determining wages and conditions of employment, collective bargaining provides machinery by

*Chairman of the Committee on Education, American Federation of Labor and Congress of Industrial Organizations, and grand president, Brotherhood of Railway Clerks.

which employees may be represented in the making of non-wage decisions which affect them as individuals and as groups . . . Moreover, in all kinds of collective bargaining, the main effect of unionism is to challenge or regulate the unilateral action by the employer . . ."

In a society such as ours, where the overwhelming preponderance of the people are able to sustain themselves and their families only so long as they succeed in continuing on the payroll of some private employer, institution or governmental unit, it was inevitable that some device or vehicle be found to "challenge or regulate the unilateral action by the employer." Professor S. E. Foreman says in his book *The American Democracy* (p. 468), "But trade-unions were only one of the outgrowths of democracy and were bound to wax strong with the growing strength of the people . . ."

SAMUEL GOMPERS, in writing on the struggle for equal opportunity (*American Federationist*, November 1916, p. 1037) said, "As the problems of rights have been thought out they have had also to be fought out . . . for back of ideals there must be aggressive assertiveness that grows out of conviction."

Collective bargaining is an effective instrument in the hands of any group whose service is performed under an employer-employee relationship. This fact has been more than sufficiently shown by experience. It matters not whether the individuals are highly skilled and technically trained, common labor or of the professions requiring a superior education. It matters not whether they are engaged by a private employer, an institution or a governmental unit.

The American Federation of Labor has always been aware of the effectiveness of the instrument of collective bargaining when used by persons in the teaching profession. In a policy statement adopted in 1919, that organization said, "To elevate and advance the interests of the teaching profession and to promote popular and democratic education, the right of the teachers to organize and to affiliate with the movement of the organized workers must be recognized."

Collective bargaining being a group instrument, individuals must come together in groups to use it. That is all that happens when individuals organize or form a union. They come together in groups to assert their democratic right to a voice in establishing the rules which will govern their own employer-employee relationship. This

is all that is meant by the term *collective bargaining*.

Union organization is as old as our nation. During these many years of experience, practical procedures have been evolved. They are not complicated. Rather, they are really quite simple. The strength of the Teachers' Union lies in its labor affiliation. Any Teachers' Union undertaking a bargaining process, because of its AFL-CIO affiliation, usually has the support of a decisive segment of the citizens of any particular district.

THE FIRST step in collective bargaining ordinarily comes when, in a meeting of the organized group, the discussion reveals the topic (or topics) of concern to the members. Let us assume for our purpose here, that the discussion shows the inadequacy of teachers' salaries, sick leave, contractual security, or a lack of published personnel procedures.

Suppose, too, that the consensus were reached by the group that an effort should be made (negotiations begun) for a salary increase, additional sick leave, or other benefits that would give teachers greater economic stability and allow them to plan for more normal family life.

The teachers' group should, before presenting its demands, agree upon them in writing by drawing up the requested salary schedule, et cetera, and secure agreement from the general membership on the requests to be made. The importance of this membership unity cannot be over-stressed.

Having agreed upon its grievances, and the remedies, the Union Teachers' group should notify the proper school authorities of its desires, and request a conference for the purpose of reaching an understanding to correct the inequities. This should be done and the teachers' requests spelled out in a communication to the board or the superintendent.

At this stage, it is also advisable to inform the public of the request and the justice of it through all media available. The newspapers may not always be helpful, and even if they do carry the story the case for the request should be presented in person by members of the organization to other civic organizations that will grant an audience.

THE AFFILIATION of the group with the Central Labor Council of the city can be extremely helpful, for its endorsement of the action allies all other affiliated organizations with the request.

A number of these organizations,

most likely, have agreements with the school system establishing the conditions of employment, such as the engineers who operate the heating systems of the schools, the painters and decorators, the carpenters and the electricians. Throughout the negotiations and until the dispute has been resolved, the effort to create and maintain a favorable public opinion must be continued.

At the first conference, as well as at all succeeding conferences, the negotiating committee will argue the justice and fairness of the request, marshaling all its facts to persuade the officials to accept the proposal.

Counter-proposals may be made by the officials representing the school system. While it is possible the counter-proposal may offer improvement in some detail of the organization's proposal, it is hardly likely. Usually, they are made in an effort to reduce the impact of the terms of the organization's proposal. Also, a counter-proposal usually offers something less, and generally a great deal less, than was requested.

Experienced negotiators have learned to expect to be confronted with these tactics. After all, that is negotiation. It is the same as takes place in the determination of the sale price in the purchase of a piece of property. Negotiation continues through conference after conference until the committee receives an offer which is acceptable to the group, or until the committee and the group conclude agreement on satisfactory terms cannot be reached.

At that point, the group must reassess its position. How far has the administration been willing to go in meeting the demand? How has public opinion responded to their demand? Will public opinion support the demand for greater concession than has been offered? Or should the offer be accepted, even though not entirely satisfactory, with the thought that further improvement would be undertaken at another time in the future?

IF THE DECISION is to press immediately for further concession, a further decision must be made by the group. Will it propose to the administration,

- a) Submission of the dispute to a fact-finding committee;
- b) Submission of the dispute to an arbitration board; or
- c) Will the group withhold its services?

If it is decided to propose submission of the dispute to a fact-finding

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TV... *An Educational Perpetual Motion Machine?*

By MEYER WEINBERG*

MANY PEOPLE discuss educational television: few explain it. The absence of a clear central issue condemns any discussion to irrelevancy. But there is such an issue in educational television. The following incident describes it.

Earlier this year several colleagues and I had the privilege of discussing educational television with Dr. Heinrich Pauels, a visitor from Germany. He was an official of the government department concerned with education. His government had sent him to this country specifically to gather evidence on whether television ought to be used in German schools.

As we toured the television studios of WTTW in Chicago, Dr. Pauels asked many questions: What was this? What was that? We showed him several kinescopes of television programs made for college courses then being given over WTTW. Yes, he granted, they were interesting. But his hesitant manner suggested that something about what he was seeing disturbed him; he hadn't asked the crucial question yet. After a little sympathetic prodding, however, he asked what is really the central question about educational television: "*What can you accomplish educationally with television that can't be done with radio, or classroom audio-visual aids, or with a good teacher?*"

Our first self-defensive answer was: "Well, you shouldn't judge television's

*Teacher of social science in Wright Junior college, Chicago, who helped organize and teach the one-year social science course given over television last year by the Chicago board of education. Senior author of *Society and Man*, Prentice-Hall, Englewood Cliff, N.J., publisher. This story written exclusively for the American Teacher magazine.



MR. WEINBERG

potentialities by the job we're doing here on a very meager budget."

"No, no," answered Dr. Pauels; he was not interested in the necessary compromises arising out of short funds. His government had instructed him to study the potentialities, not the obstacles, of television. He wanted to know what educational achievement over television was possible if there were no budget problems. And on reflection this seemed an excellent viewpoint. As Dr. Pauels put it: "If there are real potentialities, my government will find the money."

We reviewed all the arguments we knew in defense of television. One by one they fell by the wayside.

1.) "You can get great contemporaries to speak to students via television." But so can you on radio, or—

better yet because it permits individual class showings—on film.

2.) "Television is spectacular and engages the student's attention as no single classroom teacher can." But like any novelty it, too, wears off. Besides, it would take professional "production" to make every educational television presentation truly arresting. And, most important, no educational experience should depend wholly on the style of teacher presentation. To do so would be to confuse entertainment with education. Learning sometimes hurts; but it is the kind of pain that, in retrospect, proves to be a necessary cost of changing your behavior.

3.) "You can use more visual aids on television than in the classroom." But many ideas and abstract concepts just cannot be visualized without oversimplification and distortion. In psychology, for example, consider "the unconscious"; in mathematics, "a postulate"; in politics, "liberty". On the other hand there are many good uses for visual aids, maps, for example. Still, it is interesting to note that virtually all maps used in educational television are nothing but the usual classroom maps. There is nothing especially "TV-ish" about them. Any school ought to have a good set of maps on hand, which most schools undoubtedly did have even before the advent of television. If classroom teachers are not yet using maps to a desirable extent, that is one thing. It is quite a different matter to argue that this lack can only be supplied by television instruction.

4.) "With television, thousands of students can enjoy the benefits of master teachers." Now, it is well-known that true excellence is rare anywhere; teaching is no exception. Master teachers are as few as master

musicians, master statesmen, or master television directors. The excellence of a master teacher is not a detachable element, to be passed out to students like lollipops. Instead, it is a highly personal matter communicated in a way that the student is gripped by it. The master teacher somehow has learned to put things in just *such* a way to *such* and *such* students.

And master teaching is anything but a one-way affair. Remember how, after being in a wonderful classroom discussion, you fairly ran up to the teacher to overwhelm him with further questions and with your own tentative conclusions? Even if *you* don't remember, that master teacher does. In fact, he is a master not merely at transmitting information—a good actor could do this better. He is, above all, a master at leading you on, at involving you, at inviting you to join with him in the search for truth. There is none of this on educational television, nor can there be.

Learning without teacher-student contact is a little like love by remote control—there is plenty of activity but somehow the real issue is never joined.

5.) *"Purely factual material can be more effectively taught on television than in the classroom."* We cannot speak of a pure fact in the sense of something that is self-evident at the first inspection. Even if we are teaching that 2 plus 2 equal 4, we had better first clarify the logical process involved. We are beyond the dark days when it was widely misbelieved that the "mind" was divided into two sectors—one for memorizing pure facts, the other for thinking about more complex matters. Facts there are, but they cannot be had for the asking unless they happen to be of the most trivial sort. And in that case, what are they doing in an educational curriculum?

6.) *"Television gives the viewer a sense of immediacy."* This is a very slippery claim. Even on commercial television, live presentations are giving way to kinescopes. Viewers are not unaware of the fact that they are watching a film. They know that it might have been made a month or a year before. Whatever sense they experience, it is not one of immediacy. Live telecasts of events *while they are happening* (which is the only meaning of immediacy) is not important even in news programs.

All this is doubly true of educational television. Immediacy in an educational telecast would mean that the object of study is shown in a contemporary, on-going condition. While

studying social change, we could drop in on a revolution in Guatemala; while studying the movement of tides we could drop in on a group of scientists making a study as part of the International Geophysical Year; or, in studying literature, we could drop in on an author who discusses with us the problems and progress of a book he's writing at the moment. And, of course, each of these events would be educationally meaningful if it were available at the time the student is studying the topic.

DR. PAUELS had asked us to discuss the educational claims for television as a substitute for classroom instruction. I could not continue our discussion for long as I had to hurry away to—give a lecture over television! Our guest is now back in Germany; I do not know what his final report says. But in case he has not yet completed it, I want to remark on some non-educational arguments about educational television. (You will remember that he had waved away these points, declaring quite rightly that they were irrelevant to his purpose. Would that they were to ours!)

The organized conspiracy theory of history holds no water. The French Revolution was not really caused by Freemasons, the Civil War was not caused by the Abolitionists, and the Social Security Act was not the result of a communist plot. Neither is educational television the offspring of the Ford Foundation. The Foundation has, however, made educational television a live issue in school circles and—perhaps more significantly—in non-school circles.

With concrete measures such as money, the Foundation hopes to help ease the crush on school facilities by spreading the use of educational television. Much of the money thus far has gone for experiments in teaching over television. Most of these experiments are still in progress and so their results are still in doubt. This experimentation is a good thing; no one has a monopoly on truth, and it is time that arguments were put to the test of evidence—even the arguments put forward in this article. Nevertheless, practical judgments are being made in advance of the outcome of the experiments. Long-term commitments are being made on the basis of these judgments. How sound are these judgments?

It is argued by some that teachers resisting educational television exemplify the historic backwardness of workers when faced with a new technological device. They do not under-

stand it and so they oppose it, not realizing that over a period of time they, too, will benefit. This viewpoint has been stated most forcefully by Alexander J. Stoddard.¹ "The American way," Dr. Stoddard reports, "is to find and adopt newer and better ways of doing what we want done. Prejudice and apathy may retard but they must not stop progress."² But we must also be just as certain that our enthusiasm for technological progress doesn't lead us to buy an educational perpetual motion machine. We have to discriminate between workable and unworkable innovations.

The concept of technological progress hardly applies to education or to any of the professions. In industry, technological progress is measured in terms of falling per unit costs. In medicine, however, technological progress is measured in the increasing ability to save lives from unnecessary death. No one who pays doctor bills would argue that this welcome progress is reflected in *falling* costs. And in education, technological progress is measured by a rising level and quality of the educational achievement of the American people. *This, too, requires larger financial outlays.* If, on the other hand, we establish falling per unit costs as the criterion of educational policy, then we must either dilute the quality of education or limit the number of students. Neither of these alternatives is acceptable, with or without educational television. The technological approach to education is penny-wise, pound-foolish; it overlooks the unpleasant truth that you cannot buy better education without paying for it.

Quality must ever remain the first point on the agenda of educational policy, even though the financial temptation to demote it becomes strong. (Dr. Stoddard, in fact, does write that "the ultimate challenge in the use of television in education is raising the quality of the content of education as well as the level of the learning process."³ Unfortunately, this sentence is followed only by: (1) a blank page, (2) a 2-page summary of his pamphlet, and (3) a bibliography.)

EDUCATIONAL television, then, cannot replace the classroom teacher; any attempt to do so would cheapen the education of the American

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¹In *Schools for Tomorrow: An Educator's Blueprint* (New York, The Fund for the Advancement of Education, 1957) ²Page 31. ³Page 57 (Emphasis in Original)

Let's Keep The Kindergarten

A Teacher Answers its Critics

BY THOMAS W. WALTON

Assistant Professor, Department of Elementary Education,
University of Wisconsin—Milwaukee, and member,
Milwaukee Teachers College Federation, Local 79



MR. WALTON

IN RECENT YEARS there has been a significant increase in the attacks being made against the American public school and its practices. Few areas, from the preparation of teaching personnel to the kinds of pencils the children use, have managed to escape the critical barrage.

One of the programs, the kindergarten, has received a disproportionate amount of criticism. It has been called "just a play program", a public sponsored baby sitting project, and even by some imaginative individuals another example of creeping socialism.

It would take little investigation on the part of its critics to find that the kindergarten has demonstrated its value as an educational program in many ways. Since the 1930's, studies have been conducted by various organizations and agencies attempting to discover just what importance the kindergarten has in the educational picture. This research has shown without doubt that those children who have attended kindergarten are better prepared to assume the duties and responsibilities of the first grade than those who have not had such an opportunity. Still the critics rage on.

Honest criticism of education and educators is not new or peculiar to this century. It has been the privilege and indeed duty of thinking people down through history to critically appraise educational theory and practice, and to bring about reforms which would ultimately improve the kind of education which youth would receive. Leaders in educational circles can only accept and encourage such critical evaluation if the schools of America are to meet the needs of a complex and rapidly changing culture.

However, the nature of much of the criticism leveled at the public schools today might well cause thinking adults in all professions to stop and give careful consideration to that criticism. It appears to be a psychic need of certain individuals to blame the ills of society on some particular clearly recognizable group in order to assuage their fears and insecurities. The *scapegoat* practice is well known in history and in our time. How much of the criticism can be attributed to this *scapegoatism* cannot be determined, but that some of it can be explained this way there is little doubt.

A PARTICULARLY disturbing group would eliminate some or all of the so-called *frills* of education. It would seem implicit in what they claim that not only would paring the educational offerings solve the problems of the school, but it would solve many of the basic problems of society itself.

It is among this crop of critics advocating the abolishment of *frills* in education that we find the group urging the discontinuance of the kindergarten as a part of the educational program.

"It is too costly," they say. "Why must taxpayers support such nonessential activities when the schools are already bulging at the seams and the taxpayers are overburdened in support of education at higher levels."

This criticism is an interesting one and should be given serious consideration. If the program is a waste of time and money it would certainly be wise to discontinue it. Taxpayers are overburdened and any judicious move which would save funds to provide more essential educational practices would be both prudent and timely.

But we must seriously examine the program of the kindergarten in the American public schools to determine whether it is a kind of public supported baby sitting program or actually, as educators claim, a legitimate and important part of the educative process.

Modern educational theory aims at producing an adult

who is capable of entering into the heritage of values which already exist, trained also in sensitiveness to the defects of what already exists and in ability to recreate and improve.¹

The first aspect of this statement of objectives poses the central and traditional aim of education in any society, viz., that of passing the cultural heritage on to the young of the society. This is the essential job of the school and any activity which fails to assist in this cannot, it would seem, be called educational. One might ask, "How does the kindergarten assist in this task?"

BASING the practices used in the kindergarten on the most recent research in child growth and development and child psychology, educators believe that children can acquire many of the habits, skills and values which the society holds as important before the more formal school instruction begins. Psychologists are telling us with increasing emphasis that the early years in a child's life are the most significant ones in the development of a sound foundation of societal values.

It is at this time that the basic pattern of reaction to the forces and pressures of human life are established. During this period the child begins the long and often difficult struggle toward becoming a person. Actually one might say he begins to learn to be himself.

At the same time he is learning to be an individual in a world of other individuals. He must realize that although he has his own personal needs and desires they must be subordinated at times for the good of the total group. These are not easy lessons, and there is need for constant and consistent teaching here if children are to become mature and self directed adults.

It is not difficult then to see the role the kindergarten must play in the establishment of these values. At a time when the child is ready, and indeed needs to learn to cooperate with others and at the same time is developing uniqueness of personality, the neighborhood play yard under the inconsistent and often incidental direction of the parent, is not able to accomplish this task. Parents, burdened with other duties, handicapped by a lack of understanding, and biased by the personal and emotional relationship with their own children, are often prohibiting

factors in the social and emotional development of children.

ANOTHER problem which poses itself when we leave the training of the five year old to the home and neighborhood is the difficulty of presenting a unified core of values to all children. The nature of our society is such that in any given neighborhood one can find almost as many expressions of values as families. The variations of importance and interpretation placed on values by different members of the community all help to produce confusion and conflict in the minds of children.

Let's take Johnny's situation as an example. He lives in a neighborhood where there are people of several nationalities and races. His family belongs to the middle class and teaches him the typical middle class values. To get ahead, they say, one must be honest, clean, prudent, and believe in God.

During his play in the neighborhood, Johnny learns that his friend's family doesn't go to church and yet they seem to get along better than his own family. Everyday he sees instances of adults lying to avoid meeting an unpleasant situation. He eats candy purchased with money a friend has taken from his mother's purse.

He sees other friends wear the same dirty clothes day after day without any dire consequences and yet his mother punishes him for getting dirty. This lack of agreement between what is taught at home and what is learned by association with children from other families is confusing and disturbing.

The public school as a neutral agency commissioned by the people is the only social institution capable of performing such a task. Other social institutions either have contact with a selected group or present a point of view peculiar to their organization. The public school, on the other hand, by virtue of its accessibility to and representation of the entire population must refrain from presenting any bias.

THE KINDERGARTEN is the first opportunity all children have to be introduced to the values which are agreed upon as important for the good of the society. One can appreciate the difficult, yet necessary task the kindergarten performs in attempting to mold the complex variety of values which children bring to school, into a set of beliefs and ideas which expresses those held by the major segment of the population.

The perceptive kindergarten teacher is continually aware of situations, and

indeed plans those which will provide growth in the general understanding and acceptance of social values.

The kindergarten then helps to fulfill one of the basic purposes of education, viz., to induct the young into the heritage of values.

The second aspect of the objective set out above is that the individual become sensitive to the defects of the heritage of values and trained in the ability to remedy these defects. It is not difficult to see that a society which merely passes on its culture to its young without training them in the attitudes and skills of critical judgment and creative thought is in effect insuring a static culture.

A sound educational program must be designed to encourage the development of critical thinking through a wide range of experiences; experiences which offer the child the opportunity to make decisions and to see and weigh the results of his decision. Here again the kindergarten teacher performs a function which the parent is not often qualified to perform; that of prearranging situations which will provide children with the opportunity to observe and experiment with their real environment both in the classroom and beyond its walls.

Children develop an understanding of causal relationships by observing simple experiments. They evaluate the progress and outcomes of activities to find weaknesses in organization or participation and then begin again to improve them. Granted these activities are at an elementary level, but daily experiences of this type help the child begin to build the skills of critical judgment so necessary to the improvement of our society.

The development of critical judgment and thought is a difficult and painstaking process and must be started early in the life of the child. We know that children learn faster and retain what they learn longer when they are ready. Experience has shown every observing teacher of the four and five year old that children are ready to learn the basic skills of the scientific process in the kindergarten.

Despite the critics' cry that the kindergarten program is a nonessential frill on the educational structure, it is fairly clear that the kindergarten plays a vital role in the achievement of the basic aims of education. Without this program the work of the school is handicapped and society is ultimately the loser. Let us answer the critics by expanding the kindergarten programs in our schools rather than curtailing or abandoning them. The kindergarten is a necessary part of education.

¹Dewey, John and John L. Childs, "The Underlying Philosophy of Education," The Educational Frontier, New York: Appleton-Century-Crofts, 1933, p. 292.

The UNION

of

the STARS

By **WALTER PIDGEON***



Screen Actors Guild officers talk it over: From left, Dana Andrews, second vice-president; President Pidgeon, and John L. Dules, executive secretary.

SOME AMERICANS may wonder why movie actors need a union, since Guild in the Screen Actors Guild is just another name for union.

I can assure them that the screen actors know what their union means to them. We are pretty proud of the progress that we have made since 1933 when it was formed.

In those days before we won our first collective bargaining contract, half of the actors working in pictures earned less than \$2000 a year gross, before deductions of agents' fees. Less than 10 per cent earned as much as \$5000 gross. And agents' fees took quite a hunk of an actor's salary.

It was common practice in the studios for actors to have to work late every Saturday night and often into the early hours of Sunday morning, thus destroying the actor's day of rest. When a legal holiday occurred in midweek, the actor often would have to work the following Sunday to make up for the holiday.

Meal periods came at the producer's convenience, not necessarily to meet the human needs of the actor.

There was seldom any twelve-hour rest period in between calls. Actors sometimes worked on a set as late as 2 or 3 a.m. and then be ordered to report back at 8 a.m. the same day.

Actors were not paid for overtime,

and there was no premium pay for work on Saturdays, Sundays and holidays or for night work.

These are just a few of the many bad working conditions existing before the movie actors formed their union.

IN MARCH of 1933 the producers forced actors under contract to take a 50 per cent pay cut and all freelance actors to take a 20 per cent cut. This despite the fact that actors as a group received less than two cents of each dollar taken in at the boxoffice.

In those days the screen actors had no union to turn to—so they took the cut. But they immediately started to form a union, the Screen Actors Guild.

Six actors—Ralph Morgan, Grant Mitchell, Berton Churchill, Charles Miller, Kenneth Thomson and Alden Gay Thomson—met and decided to form a self-governing union organization of all motion picture actors to gain fair economic conditions. The first organizing meeting was held July 12, 1933, and the following actors became the guild's first members:

Alan Mowbray, Morgan Wallace, Leon Ames, Bradley Page, Billy Sullivan, Richard Tucker, Reginald Mason, Tyler Brooke, Kenneth Thomson, Alden Gay Thomson, James Gleason, Ralph Morgan, Lucille Gleason, Ivan

Simpson, Claude King, Boris Karloff, Arthur Vinton, Clay Clement, Charles Starrett, C. Aubrey Smith and Willard Robertson.

Among others who joined in its first months were such famous names as Groucho Marx, James Cagney, Ralph Bellamy, George Raft, Eddie Cantor, Chester Morris, Robert Montgomery, Fredric March, Adolphe Menjou, Edward Arnold, Noel Madison, Lyle Talbot, Gary Cooper, Spencer Tracy, Miriam Hopkins, Otto Krueger and Paul Muni.

Then started a four-year struggle for union recognition and a union shop contract, for without a contract with the producers there could be no union security and little if any improvement in economic conditions.

In 1935 the Guild gained economic bargaining strength by affiliating with the American Federation of Labor, joining other organizations of players in the AFL international, the Associated Actors and Artists of America, popularly known as "The Four A's."

Twenty years ago, on May 9, 1937, the Screen Actors Guild won recognition from the employers and a union shop contract. More than 98 per cent of the film stars had agreed to support a strike if necessary to get the contract.

In the first contract the greatest gains were obtained for the extra play-

*President, AFL-CIO Screen Actors Guild. Reprinted by permission from the American Federationist.



Screen Actors turn out for a Guild meeting. They know the importance of attending.

ers and low-salaried bit players. Minimum rates were set and procedures established for settlement of Guild-producer disputes by conciliation and arbitration. An actor's right to a twelve-hour rest period between calls was established and effective penalties were set for violation of this rule.

Subsequent contracts have brought many other benefits for Guild members, including tripled minimum rates for all classes of actors, fair compensation for overtime, Sunday and holiday work, premium pay for night work, pay for wardrobe fittings and tests, and compensation for travel time.

WITH the advent of television, the Guild negotiated a contract setting minimum wages and working conditions in the field of television motion pictures and establishing the new principle under which actors are compensated separately, in addition to their original compensation, for reruns of television entertainment films. In about three years the Guild has collected and distributed to its members in the neighborhood of two million dollars in television residual payments.

The Guild also has negotiated a television filmed commercial contract that provides minimum fees and working conditions and sets forth a detailed schedule of fees for the re-use of such commercials, the payments continuing as long as the commercials are on the air.

It might be noted here that while the quality of the movies you see in your theaters has improved tremendously in recent years, the number of such pictures made in this country has decreased greatly. Were it not for the employment provided by television entertainment films and filmed TV commercials, there would exist a serious depression for motion picture actors.

Complicating this situation greatly

are those hundreds of old movies cluttering up the television airwaves. Not only do these old movies tend to keep some persons away from theaters, thus reducing employment of union technicians and artists, but they also take up television time that otherwise might be available for new television programs which would offer more jobs.

Unfortunately, since long before the Screen Actors Guild came into existence, actors in their personal employment contracts signed away their television rights, and it was not until 1948 that the Guild was able to negotiate in its collective bargaining agreement a clause which alleviates the situation a little.

Known as the "stopgap" clause, this in effect provides that as to those theatrical movies made since August 1, 1948, the producers have the right to sell them to television but must first make a deal with the Guild for additional compensation for the actors. If the producer fails to make such an arrangement, the Guild has the legal right to withhold the services of its members from this employer in the future.

I am often asked just how the Screen Actors Guild operates, for, after all, many of our 13,000 members are highly individualistic and, in some cases, temperamental. Before I answer the question, I must observe that no union in our country has a more loyal membership than the SAG.

The actors themselves govern the Guild through an elected board of directors of thirty-nine actors and an executive committee consisting of the six elected officers of the Guild. One-third of the board and all the officers are elected annually, the board members for three-year terms, the officers for one year.

All classes of actors are represented on the board—bit players, stunt men,

singers, character actors, announcers, stars, et cetera. Those presently serving are First Vice-President Leon Ames, Second Vice-President Dana Andrews, Third Vice-President Howard Keel; Board Members Sally Blane, Ward Bond, Hillary Brooke, James Cagney, Macdonald Carey, Chick Chandler, Fred Clark, Jackie Cooper, Wendell Corey, Tony Curtis, Nancy Davis, Rosemary De Camp, Ann Dorian, Frank Faylen, John Howard, John Hubbard, Ruth Hussey, John Littel, John Lund, Jimmy Lydon, Philo McCollough, Frank Marlowe, Juanita Moore, Jack Mower, Eva Novak, Donald O'Connor, Gilbert Perkins, Dorothy Phillips, Ronald Reagan, John Russell, Verne Smith, George Sowards, Georgia Stark, Bert Stevens, Craig Stevens, William Walker and Bill Williams.

The officers and the board meet regularly every other Monday night, and more often when occasion demands, in the board room at the Guild's national headquarters building in Hollywood. They receive no remuneration for attending sessions.

The board sets the policies for the Guild's professional executives and staff to execute. The board participates in and supervises all contract negotiations and, in general, directs the immense operations and work of the Guild. Major policy decisions are submitted to the entire membership in secret mail referendums.

Like all well-run organizations, the Screen Actors Guild operates under a set of by-laws and rules, adopted by the membership, which set forth the duties of the officers and the board, the method of election and recall of elective officials, the rights and obligations of the members—in general, a constitutional framework for the operation of the Guild. A copy of these

Turn to Page 22

Union Teacher Talk



WILLIAM C. BRAY, immediate past president of the *Pawtucket (R.I.) Teachers Alliance, Local 930*, thinks union even when he's watching TV. After a TV



Mr. Bray

boxing match recently, Bray wrote:

"Here were two boxers closely inspected and rated for ten consecutive three minute intervals by three highly-regarded, competent, qualified boxing officials—two judges and a referee. Each of the latter rated the fighters on a point basis for such fairly well defined and objective

factors as aggressiveness, ringmanship, jabs, combinations, knockdowns, and so on.

"So what was the official result? The two judges voted for one man, but each had a different point margin. The referee rated the other man the winner. Here were two fighters whose professional future depended on merit rating by three experienced officials on the basis of ten distinct three-minute inspections with a com-

paratively narrow area of judging. One got his 'merit increment'; the other didn't—and three unbiased judges rating the performance couldn't agree.

"There are people who think it possible to rate teachers. Perhaps they should watch a few boxing matches to see merit rating in action."



THE MINNEAPOLIS Federation of Men Teachers, Local 238, News Bulletin reports an interesting addition to the odd-excuses-for-tardiness department. Frank M. Kohout, Local vice-president, received the following note:

"Dear Teacher,

"Please excuse John for being late. His uncle died last night and we had a hard time waking him up this morning."

Ralph O. Ramstad, editor of the News Bulletin, who printed the note, added that one of his pupils defined bourbon as being half-way between urban and suburban.

"Rather acute social comment from an

eleven-year-old," Ramstad wrote. "No doubt he's noticed the neon belt that surrounds the city."

From Kentucky, Emory J. Wesley, editor of the state Federation publication, the *Kentucky Teacher*, forwards the following composition from a philosophical third-grade girl in Louisville:

MY GREATEST MISTAKE

"I was once born. It was nice because people carried me. And I didn't have to do school work. One rainy day I was brought to a place. It was school. I was in the first grade. I had to do a little work. Then I was in the second grade and it was much more work. Then I was in the third grade and there is so much work. And if I wasn't born into this world I wouldn't have to go to school and do work. That was my greatest mistake."



WHEN A LABOR EDITOR gets invited to hob-nob with representatives from the National Association of Manufacturers, the U.S. Chamber of Commerce, the Farm Bureau Federation, and the various "tax-payers" leagues, it's news, especially when that editor is the outspoken Don R. McMahill of the *Omaha Teacher*, publication of the *Omaha (Nebr.) Federation of Teachers, Local 695*.

McMahill went to the 1957 meeting of the reactionary-oriented Freedom Forum in Searcy, Ark., shocking big-business lobbyists in corridor bull-sessions and spiking "federal aid to schools means federal control" talk wherever he found it.



Mr. McMahill

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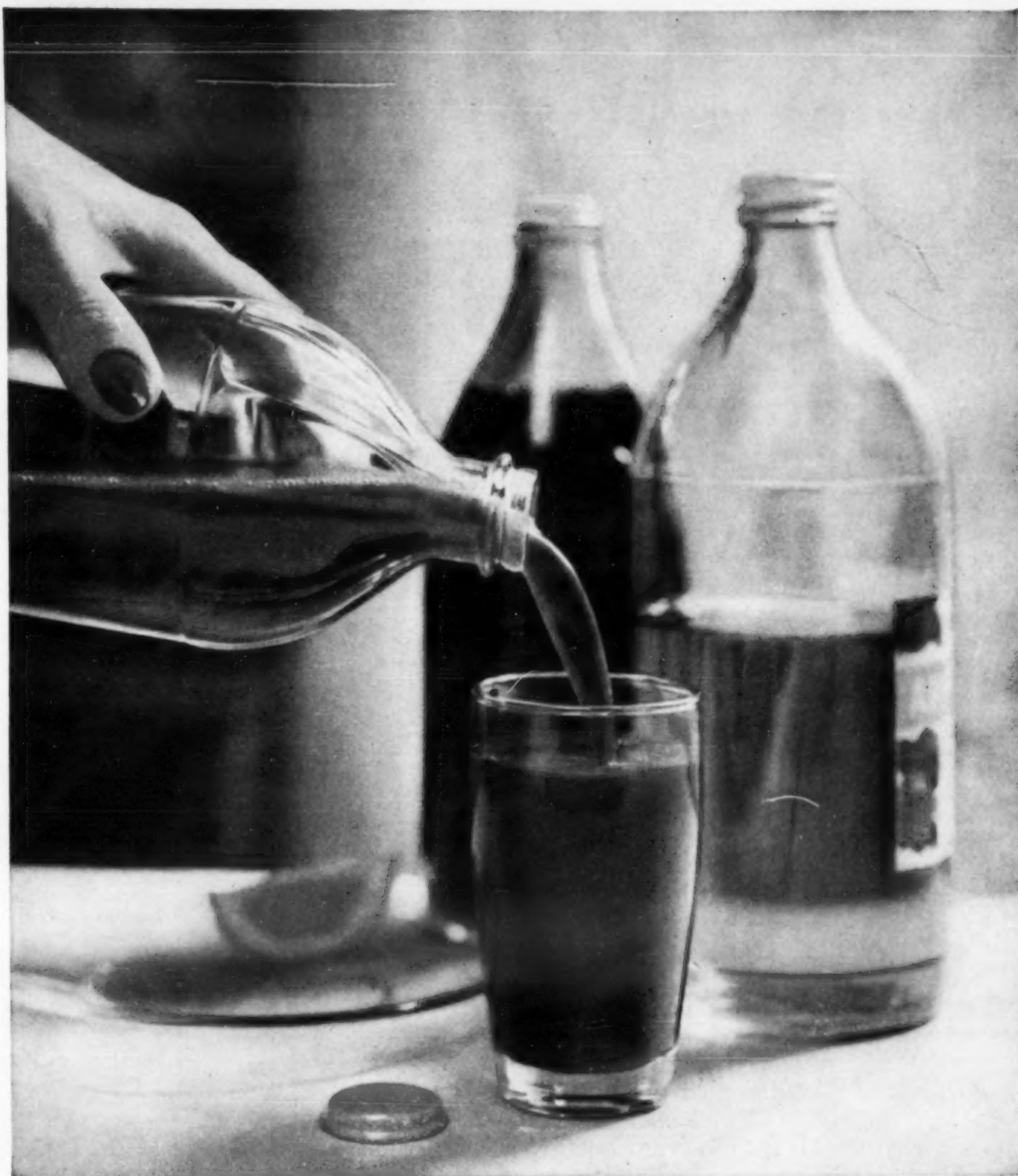
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Reporting on a talk by an army psychiatrist who declared that "hundreds of our soldiers in Korea had no idea of American patriotism," McMahill said:

"School teachers at Freedom Forum were quick to point out that this happened as a direct result of our attempt to operate a weak school system, with cheap school teachers, with non-degree teachers, part-time teachers, permanent substitute teachers, merit-pay teachers, or by televised teaching.

"And who has been guilty of urging America to hire nothing more than cheap teachers? The Chamber, the NAM, the Taxpayers leagues, et al."

His advice to any labor-minded person receiving an invitation to a Freedom Forum meeting: "Take it. Meet the boys face to face. It's amazing how little they know."

MRS. SYLVIA Solomon of Toledo, president of the Ohio State Federation of Teachers, invaded an administrator's meeting to debate merit rating — and found that almost all the superintendents agreed with her.



Mrs. Solomon

Speaking before the Northwestern Ohio Association of School Administrators, Mrs. Solomon pointed out that merit rating is unworkable and has failed wherever tried. Her boss, Toledo Supt. E. L. Bowsher, backed her up. W. E. Weagly, Erie county superintendent, described the merit system

as "administrative deception at its worst."

THE PRESIDENT of one of the A.F. of T.'s newest Locals started his first fall semester as a member of the teachers' union, and the occasion prompted a letter to Carl J. Megel, A.F. of T. president, Lowell W. Banks of the Maple (Wis.) Teachers Federation, Local 1293, wrote:

"We wish to thank you and Glenn A. Parish, our state president, for getting our Local started. Thirty-seven of our district's 42 teachers are charter members. We are proud to be members of America's most dynamic teachers' organization.

"We here at Maple are young in the A.F. of T. but have grown old in admiration of what the A.F. of T. has already done for teacher welfare. You may expect our full cooperation in striving toward the objectives set by the American Federation of Teachers."



WHEN JOHN J. BURKHARDT turned the presidency of the Stamford (Conn.) Federation of Teachers, Local 1120, over to Louis C. Claps, it took eight single-spaced pages to summarize his administration's past year. Included in the report were details on the Local's stepped-up scholarship awards; its 27.3 per cent increase in membership; its financial support of the citizens committee on school sites,

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a new rehabilitation center, and the Stamford museum; the work of the Local's committees, and its representatives to civic and labor drives and organizations.



THE 71st CONVENTION of the Massachusetts Federation of Labor, meeting in Boston late this summer, agreed to "assist public employees to establish a clearer legal recognition of their right to bargain collectively" and urged affiliated members "to encourage teachers in their communities" to form A.F. of T. Locals.

Another convention resolution set up a summer work program in which union teachers "forced to supplement their income" would have preference for jobs in union shops.

The convention also backed duty-free lunch periods for teachers and urged member organizations "to support teacher unions in their communities in their efforts to have workable discipline policies adopted and enforced."



DO YOU DANCE? How many times have you voted? Will you remain in town weekends? To what professional, fraternal, and social organizations do you belong?

These are some of the questions "suggestive of bias" the Educational Policies committee of the *Ohio State Federation of Teachers* found in a survey of teacher application forms used in 90 state school districts. The committee found that 81 per cent of the forms have at least one question concerning the applicant's race, religion, or organizational membership, and over half ask for answers to more than one such question.

Three-quarters of the school districts inquire about the applicant's religious affiliation, preference, or activities. More than a quarter of the forms contained questions about membership in professional organizations and 13 per cent required the applicant to state whether, if hired, he would join certain organizations. Only one city, Toledo, does not ask the prospective teacher if he is single, married, divorced, or widowed.



WHO ORGANIZES non-union "teachers" associations and how voluntary is the membership? The answers are contained in a letter to Marshallton, Del., teachers from Reese Dukes, a supervising principal, which was printed in the *Federation Teacher*, the publication of the *Federation of Delaware Teachers*, Local 762.

Mr. Dukes wrote on the subject of forming a Marshallton Education Association, which, he made plain, "all personnel will be expected to join." The meetings of this proposed organization would be combined "with general administrative meet-



A. F. of T. delegates helped formulate the strong pro-teacher policy resolutions at the 71st convention of the Massachusetts Federation of Labor. Shown seated, from left, are Rose Claffey of Salem, A. F. of T. vice-president; Alice S. Duffy, of the Lowell Federation of Teachers, Local 495; Sally Parker, A. F. of T. national representative, and Mary Henahan of the Salem Teachers Union, Local 1258. Standing, from left, are Jasper T. Grassa, president of the Lynn Teachers Union, Local 1037; J. Paul Veronese, secretary of the Peabody Teachers Union, Local 1289, and James J. Doherty, president of the Boston Teachers Union, Local 66. Not shown are Alice Hannon and Elizabeth O'Donovan of the Lawrence Teachers Union, Local 1019.

ings," Dukes added. "Therefore, all administrative and teaching personnel must attend."

After pointing out that the NEA would "enable the personnel to work in a more cohesive group," Dukes concluded: "As you have guessed, these comments are slanted in favor of forming a MEA. Please discuss this with others and fill in the secret ballot below."



MRS. FLORENCE SWEENEY, a vice-president of the A.F. of T. is one of eight new executive board members of the Coordinating Council on Human Relations, which is sponsored by the Detroit (Mich.) Commission on Community Relations. She was named for a two-year term.



RETIREMENTS DEALT a double loss not only to the Romance languages department of Stamford (Conn.) high school but to the *Stamford Federation of Teachers*, Local 1120, as well. Madame Blanche Vaudreuil, who taught French, and Raoul d'Este Palmieri, teacher of Spanish, Italian, and French, are the retired teachers.

Madame Vaudreuil entered teaching after a ballet career with a Russian company in London, touring England, Ireland, and Belgium before she attended the Sorbonne in Paris and Columbia university in New York City, where she got her Bachelor's degree. Palmieri introduced Italian into the Stamford high school curriculum.

RAY R. ADDINGTON, a past-president and the first vice-president of the *LaPorte (Ind.) Teachers Federation*, Local 714, has been honored by the University of Indiana for "his success in discovering, stimulating, and teaching outstanding students of public affairs . . . in the finest tradition of the teaching profession."

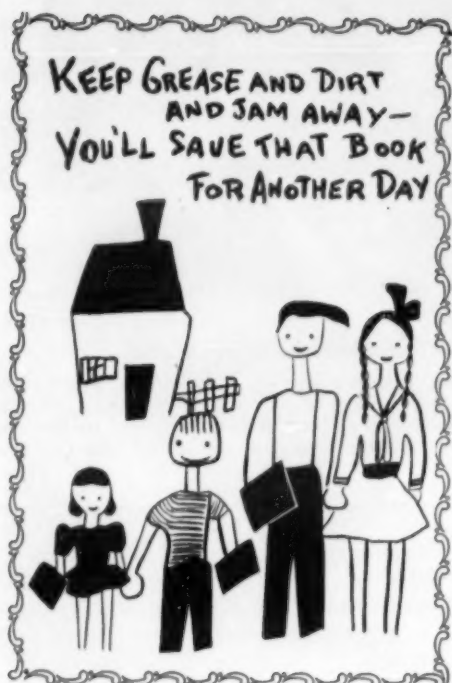


Mr. Addington

In a ceremony in Bloomington, the state university's Department of Government presented Addington with a citation for the "tremendously impressive calibre" of students coming out of his social studies classes at LaPorte high school. Addington is a veteran of 39 years of public school teaching, 20 of them at LaPorte.



THREE MEMBERS of the *Contra Costa (Calif.) Federation of Teachers*, Local 866, spent part of the summer on professional scholarships. Ralph Barbour studied at the University of California on a National Science Teachers Association scholarship. Burt Johnson attended a two-week counseling seminar at Stanford on a PTA award. Finally, Ben Rust, president of the *California State Federation of Teachers*, studied at the Stanford Institute of American History on a William Robertson Coe fellowship.



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Harvard Study Confirms Growing Teacher Crisis

A HARVARD university faculty committee of teaching has reported after a year of study that low salaries are the major factor in the nation's teacher shortage, and the determining factor in the decision of many college students not to enter teaching.

The committee, chaired by Oscar Handlin, professor of history, noted that universities and colleges themselves will need 25,000 new faculty members each year for the next 12 years, and then in a report to President Pusey of the university, summarized the situation in elementary and high schools as follows:

"On the eve of the war, American elementary and high schools employed some 875,000 teachers. By 1959 the schools will require at least 1,600,000. Since well over 50,000 retire or resign each year, the schools will find it necessary to recruit almost three-quarters of a million new teachers in the next three years.

"It will be a tragic delusion to imagine that the problem can be 'solved.' It is more likely to increase in gravity.

"The consequences of failure will be disastrous. The size of classes will grow, and many schools will resort to double sessions. The standards of certification may be undermined and the quality of instruction will decline. Already 100,000 'emergency' teachers are in service and almost half the elementary school children receive instruction from unsupervised green hands.

"Less than 70 per cent of elementary school teachers are college graduates. For some subjects, a total collapse is imminent; 46 per cent of American public high schools offer no foreign

language at all; 23 per cent, no physics or chemistry; 24 per cent, no geometry."

THE COMMITTEE report, in discussing the teacher salary situation, declared: "The typical college graduate who enters a large corporation will probably double his initial salary in five years. If he enters teaching he may do so in twenty. Teachers are the only occupational group whose real earnings have actually fallen since 1940. (By comparison, those of industrial workers have gone up almost 50 per cent, of physicians 80 per cent.) For many young men, therefore, the choice of teaching as a career seems to demand a rejection of the dominant values of their society."

Against this "background," the committee polled the 1957 graduating class of Harvard and Radcliffe in regard to their plans for a career and their attitudes and information about teaching.

The committee noted that some 16 per cent of the seniors intend to enter teaching, but that 80 per cent of these were aiming at the college level. Another 16 per cent, the committee found, "could be drawn into teaching were some of the conditions of the profession altered," and it was plain that they were referring mainly to salaries. Some 73 per cent of the seniors complained about the low salaries attached to teaching.

While limiting itself "to making available the facts most relevant to the problem," the committee called for "a national effort to remedy the shortcomings in teachers' salaries."

TELEVISION

From Page 8

people. But is there a justifiable place for television as a supplementary aid to classroom instruction?

In an effort to be fair-minded, many opponents of educational television have, with insufficient thought, conceded the value of television as an aid. What does this mean in practice?

Actually, the single unique role of television in the classroom is to transmit a sense of immediacy. Barring that, there is no distinctive role at all for television—either as an aid or as a substitute for the teacher. Everything else television can do, a film can do as well; the ease of scheduling films in fact clearly underscores their superiority to television as an aid. If some people wish to supplant films with a more expensive but a less efficient medium, they are free to do so. But this seems bad economics and even worse administrative policy. The absence, in general, of good instructional films lends no support to the television enthusiasts. It suggests instead, the need for more high-quality films.

EDUCATION comprises more than what goes on in the classroom. What educational role is there for television outside the classroom? Potentially, a very great one.

American adults are hungry for education, but not especially the kind that mimics the classroom with its paraphernalia of course credits and the like. Enlightenment rather than education might be a better term for what the interested adult seeks. He might, for example, want to know a bit more about the problem of desegregation than newspaper reading gives him. Or he seeks more understanding of the employer-labor union collusion he reads about. His interest, in short, is more circumscribed than a formal body of knowledge, and yet his motivation to learn is stronger than that of the average classroom student.

Here is where the high inventiveness of television production experts can be joined fruitfully with the knowledge and methods of scholarship. Out of this partnership could come short and lively series of presentations on matters of fairly current interest. In addition, unusual perspectives or viewpoints could be introduced by scholars. Not merely information dispensing but thought stimulation could be the aim as well. Some educators might complain that this



New and re-elected officers of the Union Teacher Press Association: From left, Edward Irwin, editor of the *Los Angeles Teacher*, treasurer; Mrs. Rosalie C. Kraus of Moline, Ill., Local 791 past-president, secretary; Mrs. Mary C. Kastead of Detroit, Local 231 secretary, president, and Miss Eileen Shannon, editor of the *Chicago Union Teacher*, vice-president.

kind of endeavor would leave no room for testing "students" and building a systematic understanding of a topic.

The answer to this objection is twofold. 1) Efforts to arouse interest and to satisfy a limited interest are as truly educational as any formal course. 2) Those adults who wish a more systematic education ought to enroll in a classroom. And if there is a shortage of rooms, we ought to create more of them.

Commercial television at its best—which is infrequent enough—does sometimes accomplish enlightenment. But if we are serious about this aim, we will have to turn to a specialized

medium—educational television—capable of a consistent record of sound and interesting adult programs. Here is a positive role for educational television.

EDUCATIONAL television is not a perpetual motion machine; it is a genuine advance that has great educational potentialities. But those potentialities are not brought any nearer by excessive and misdirected claims for the medium. In its appropriate place, educational television can play an honorable role in helping educate the American people. And, Dr. Pauels, the German people, too.



Duluth (Minn.) teachers were to vote in October on whether they want social security to supplement their retirement fund benefits. Special legislation was required for the Duluth referendum because its pension system is separate from the Minnesota retirement fund. Gov. Orville Freeman, seated, is shown signing the Duluth law. Witnessing the signature are, from left, Miss Hazel Hanson, president of the Duluth Teachers Retirement fund; Gerald Heaney, attorney for the Duluth Teachers Association, Local 692; Michael Fedo, president of the Local, and Harold Hill, vice-president of the Minnesota State Federation of Teachers and member of the Duluth Local.

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Plans are under way for the third annual Connecticut labor-education conference after a successful 1957 meeting, sponsored by the Connecticut State Federation of Teachers, the state Federation of Labor, and the state Industrial Union Council, was held in Hartford this summer. Carl J. Megel, A.F. of T. president, was the conference luncheon speaker, and Jack Barbash, research and education director of the AFL-CIO Industrial Union department, shown here (left) with Eugene H. Jarmie of New Haven, CSFT president, spoke on "Ideals of the Labor Movement."

Survey Shows Test Oath Laws in 31 States

ALTHOUGH the national hysteria over Communism appears to be receding, 31 states, the District of Columbia, and Alaska still require discriminatory teacher test oaths—so-called "loyalty oaths"—by law.

This is revealed in a report on "Oaths Required of Teachers" compiled by Miss Mary Herrick A.F. of T. research director, from information furnished by the 48 state departments of education. Miss Herrick listed only 17 states as having no oath requirements. They are:

Alabama, Arkansas, Connecticut, Idaho, Iowa, Kentucky, Maine, Minnesota, Missouri, Montana, New Mexico, North Carolina, Ohio, South Carolina, Utah, Wisconsin, and Wyoming.

The remainder question their teachers' loyalty by requiring them to deny their disloyalty, while differing in the extent of their questioning.

Of these, all but Illinois, Maryland, and Texas require oaths of obedience to Federal and State constitutions and laws. Teachers in Maryland must swear only obedience to school laws,

while, in Illinois and Texas, they must express opposition to the Communist party and doctrines and deny membership in organizations considered subversive.

Alaska and eight states—Florida, Kansas, Nebraska, New Hampshire, New Jersey, Oklahoma, Pennsylvania, and Washington—have all-encompassing oaths which cover not only the constitutions and laws category, but Communist party opposition and non-membership in subversive organizations provisions.

Miss Herrick noted variations in oath requirements. Oaths are required in Michigan and North Dakota only when a new teacher is certified, while New Hampshire has one form for certification and another for contracts of teachers already certificated.

District of Columbia teachers must swear they will not strike against the Federal government. In Mississippi, every teacher must file an affidavit listing every organization to which he has paid dues or made contributions in the past five years.

BARGAINING

From Page 6

committee, the proposal should be reduced to writing, indicating:

1) The number of persons to compose the committee, usually three or five;

2) That the members of the committee would be selected by the parties to the dispute, who would submit within a period definite, each to the other, a list of names, some definite number of persons acceptable for service on the committee, and that successive lists would be submitted, also within a period definite, until there is agreement on the persons to serve;

3) That the authority of the fact-finding committee shall be limited strictly to making a recommendation to the parties of what terms, in its judgment, would constitute a just and reasonable resolution of the dispute;

4) That when selected, the committee shall meet within a given number of days and shall submit its recommendations within thirty days after notification of selection; and

5) A statement of the exact matter in dispute.

Assuming the administration accepts the suggestion to set up a fact-finding committee, the negotiating committee of the Union must review the preparation of its case. The fact-finding committee will hold a hearing to obtain the position of both parties. Evidence and testimony will be taken under cross-examination from both parties, preceded by an opening statement and followed by a concluding argument.

When the recommendations are received from the fact-finding committee, it is then necessary that negotiations be resumed. The basic dispute is still the proposal submitted to the fact-finding committee. In the resumed negotiation the parties discuss the original demand from an attitude which has been somewhat altered by the impartial judgment of the members of the fact-finding committee as disclosed by its recommendations. These recommendations, almost invariably, exercise sufficient influence on the parties as to enable them to reach agreement—with a little give and take on each side.

THE ALTERNATIVES to a fact-finding committee, as stated previously, are:

- a) To propose arbitration of the dispute; or
- b) To withhold the services of the group.

The difference between an arbitration proceeding and a fact-finding committee proceeding consists mainly in the effect of their findings. Where the findings of a fact-finding committee are only recommendations to the parties of what in the judgment of the committee members would constitute fair terms of a settlement, an arbitration board, by the very terms of the agreement to arbitrate, hands down an award or decision setting forth the specific terms by which the dispute shall be re-



The A.F. of T. Story was presented to the AFL-CIO Hotel and Restaurant Workers in a booth at the latter's convention this summer in Chicago's Conrad Hilton hotel. Snapped inspecting the display with Marie L. Caylor, editor of the *American Teacher* publications, right, are Ed. S. Miller, hotel and restaurant workers president, left, and William P. Schnitzler, AFL-CIO secretary-treasurer. Seated is Mrs. Merry Zalantz, A.F. of T. staff member, who manned the booth.

solved and by which the parties are to be bound.

Some school boards have refused the democratic practice of arbitration in the solution of differences, by contending they are not legally empowered to submit disputes to arbitration. This has been an evasion without basis in the laws of any state. If arbitration is accepted by the parties, it is necessary then to agree upon the terms, and reduce them to writing for the guidance of the arbitration board.

The terms of an arbitration agreement are similar to the terms of an agreement to set up a fact-finding committee. The agreement must: define the question to be arbitrated; set forth the manner in which the arbitrator will be selected and whether there will be partisan members of the board; state when the board shall meet and when a decision must be rendered; and limit the period of time during which the parties will be bound by the decision.

Since the parties to an agreement to arbitrate a dispute agree to be bound by the decision of the arbitration board, the disagreement is resolved by the decision and the parties must live with it for the term agreed upon.

THE THIRD alternative of the group is to withhold its services. This is the ultimate in the weapons available to a Union, and it is the threat that it may be used which gives group action its greatest effectiveness in negotiations.

If this weapon is denied or renounced by law or any other reason, then the Teachers' Union is dependent upon the fair mindedness of the administration with whom it is required to negotiate and the power of public opinion, neither of which is always to be relied upon to produce a just and reasonable result.

Withholding of services does not mean that individuals should submit their resignations. Rather, it means that the individuals will refuse to perform the func-

tions for which they have been engaged until a satisfactory agreement has been reached with the administration on the disputed proposal.

If the dispute proceeds to the stage where it seems necessary for the group to withhold its services, it would then be advisable for the group to seek the advice and experience of its National Organization. Also, here again, affiliation of the Teachers' Union with the Central Labor Council of its city will prove of greatest value.

THERE IS NOTHING esoteric or mysterious about collective bargaining procedures. Naturally, a person of some experience with those procedures will do somewhat better in their use than will an inexperienced person. But neither will have any success unless the individuals in the group have, in some degree, what Gompers referred to, as related in the above quotation, as "aggressive assertiveness that grows out of conviction."

Many of the teachers of the United States have organized and used the procedures of collective bargaining for the purpose of democratizing their employer-employee relationship. They have found, too, that these procedures are extremely effective in dealing with the standards of professional practice in their calling.

Over fifteen million professional people and wage and salaried people in the United States have organized and are using these collective bargaining procedures. These people are the product of our American schools. Their understanding of democracy as an ideal and how it can be put to practice to expand and develop their individuality has been gained from the teachers employed in our American schools.

It is difficult to believe that the student will continue for long to excel the instructor in extending the application of the ideals of democracy to areas of life other than the political.

The AMERICAN TEACHER magazine

Long Beach Fights 'Hiring and Firing'

THE LONG BEACH (Calif.) Federation of Teachers, Local 1263, scored important gains in "losing" its grievance cases on behalf of two probationary teachers who became victims of the nationwide recruitment program of the Long Beach Unified school district.

The teachers involved, Ray Taylor, a high school math teacher, and Leonard Levy, a junior high school science teacher, were both dismissed at the end of their first year. Taylor was recruited from Georgia and brought his family and belongings to a home he bought in Long Beach. Levy is from Pennsylvania. Lou Eilerman, president of the Long Beach Local, declared:

"Although the board had obviously made its final decision even before our attorney, Charles Samuel, appeared on behalf of the two teachers, we succeeded in educating the administration and the board to the fact that teachers will not continue to tolerate such conditions without fighting back.

"We succeeded in opening the public's eyes to the shocking practice of dismissing probationary teachers without adequate cause being stated, and without a fair hearing before a disinterested party.

"Finally, we brought out into the open the fact that the dismissals of two well-qualified teachers covered up the flagrant failure to enforce a real disciplinary code and uphold good standards of teaching."

EILERMAN noted that, "both teachers had made extraordinary efforts to do good teaching jobs. In both cases their efforts resulted in disciplinary problems, referrals to the office, and complaints from some students, parents, and counselors. The easiest way for a principal to handle this type of situation is to dismiss the teacher."

At no time were the teachers of the LBFT given a valid reason for the dismissals. Both were offered letters of recommendation if they would quietly resign. The LBFT, in presenting the grievance cases before the school board, made clear its opposition to three board policies:

"1) Dismissal without adequate reason given in reference to the teachers actual teaching ability,

"2) Lack of administrative help in

coping with discipline problems arising from an effort to maintain good standards of achievement, and

"3) The unethical, unprofessional practice of offering a letter of recommendation for a letter of resignation."

IN ANSWER, the board could only state that there "must be faith in the administration's ability to handle these matters." While commending the board for allowing the LBFT to process the grievances, Eilerman added:

"It can hardly be considered a fair hearing when the aggrieved person and his spokesman must appear before the persons who were initially responsible for the grievance.

"A just grievance procedure would have to include the opportunity for all parties concerned to appear before an unbiased person or group. In that way, and only that way, can a truly fair hearing take place. Only then could fair judgment, free of prejudice, be the outcome."

Guild Committee

Urges Pilot Schools

for Problem Children

THE HIGH SCHOOL committee of the New York Teachers Guild, Local 2, has climaxed two years of study of the problem of "disruptive discipline cases" with a report that makes detailed, specific recommendations for two special pilot schools as a "new educational area for troubled and troublesome high school students."

These recommended schools—one for boys and the other for girls—would start on an experimental basis with the ninth and tenth years.

They would serve, according to the report, "to make available to troubled children a new source for helping them develop inner controls and worthwhile goals, develop new procedures and techniques for dealing with these adolescents, and free the regular high schools for the job they are intended to do."

The committee, headed by Morris Sukenik, and a sub-committee composed of Dr. Jules Koldny, chairman, Carl Fichandler, and Louis Hay, started their study with the conviction that there was no "easy" solution to the problem of the high school students who disrupt school and class routine.

The report titled "The Guild Program for the Establishment of Special

Pilot Schools on the High School Level", rejects both the "kick-'em-out" and the do-nothing "boys-will-be-boys" approach.

An introductory section defines the "problem" children and adds: "The schools cannot cope with these children, their disruptive and self-destructive activities. Treatment and educational facilities must be provided for them."

The report then gets down to specifics. The staff needs—"teachers, psychologists, social workers, and psychiatrists working as a team"—and the need for "a therapeutic perspective" are detailed, as are the organization and administration of the proposed schools.

Maximum class size is fixed at 15, and particular emphasis is placed on the principle that "the teacher-pupil relationship is the basic structure around which the entire program must be built."

The report concludes with the warning: "It is imperative that these pilot schools be organized as soon as possible, not only for the well being of the disturbed children but also for the relief of the vast majority of other students."

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...and another...



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UNION OF STARS

From Page 12

by-laws and rules is handed each new member.

GENERAL membership meetings are held in Hollywood and New York in the fall of each year and special meetings are called whenever the occasion arises.

To keep the membership constantly informed of board decisions and general Guild activities, a printed "Intelligence Report" is mailed to all members about once a month. Special pamphlets and booklets are issued from time to time.

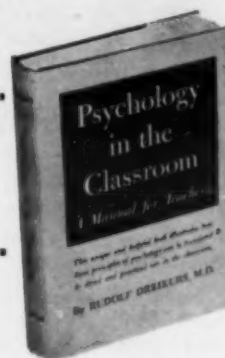
The Guild executive staff is appointed by the board of directors and is headed by the national executive secretary, John L. Dales. Assisting Mr. Dales in executive capacities are four business representatives: Kenneth Thomson, whose responsibilities include administration of the television division; Pat Somerset, membership department and the Guild's delegate to the councils of organized labor; Buck Harris, public relations division, research and publications; Chester L. Migden, agency and television division. William Berger is the Guild's general legal counsel.

A staff of field representatives and competent secretarial, clerical and accounting personnel handle the great volume of business that flows through the Guild's Hollywood offices daily.

The largest branch of the Guild outside of Hollywood is in New York, where we have about 2,000 members. These members elect their own Council of twenty-seven actors and actresses and seven officers. The executive secretary of the New York branch is Harold M. Hoffman. Mrs. Florence Marston is regional director of the East and Midwest activities of the Guild which also has branches in Chicago, Boston, Cincinnati, Cleveland, Detroit, Pittsburgh and San Francisco.

Motion picture actors have come a long way since those dark days of 1933 when the Screen Actors Guild was formed. We expect to continue to progress with the AFL-CIO, especially if we can convince more of our fellow trade unionists that it's the brotherly thing to take the family to see a good motion picture in the theater frequently—pictures like *The King and I*, *Giant*, *The Ten Commandments*, *Around the World in Eighty Days*, *Friendly Persuasion* and many more memorable theater movies coming your way.

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New Books

Of Interest To Teachers

THE CHALLENGE OF SOVIET EDUCATION. Cloth. *The study of education as a weapon.* 330 pp. By Dr. George S. Counts, professor emeritus, Teachers college, Columbia university, and past-president of the A.F. of T. McGraw-Hill, 330 W. 42nd st., New York 36, N.Y., publisher. \$6.00.

A nation complacent about its own public schools can only be complacent about education in Soviet Russia. It is this complacency that Dr. Counts attempts to shatter in relating how education has become the keystone of the Soviet power structure.

"The growth of Soviet power," Dr. Counts writes, "would have been impossible in the absence of the phenomenal development of Soviet education. In fact, apart from the dictatorship itself, the program of organized education launched, molded, and expanded by the Communist Party is the key to the understanding of this mighty colossus."

"It has marshaled all the forces of organized education to achieve its purposes and advance toward its distant apocalyptic goals. From the moment the Bolsheviks consolidated their rule over the Russian empire they have employed the full force of education not to maintain the status quo, but to change the course of history and the nature of man."

Dr. Counts traces the history of Soviet education and details how "education embraces the entire cultural apparatus, all of the agencies involved in the molding and the informing of the minds of both young and old."

THE CHILDREN WE TEACH. Paper. 56 pp. By Nina Ridenour, Ph.D., secretary of the Ittleson Family Foundation. Foreword by James L. Hymes Jr., professor of education, George Peabody College for Teachers. Mental Health Materials Center Inc., 1790 Broadway, New York 19, N.Y., publisher. \$40.

Each chapter of this pamphlet is devoted to one type of behavior that each teacher sooner or later encounters in the classroom. These include

the troubled reader, the shy child, the show-off, the child who uses bad language, the unpopular child, the bully, the child with trouble at home, the child with severe emotional disturbances, and the commonplace child. The chapters originally appeared as a series of articles in "The Grade Teacher."

THE A.F. of L. IN THE TIME OF GOMPERS. Cloth. 508 pp. By Philip Taft, professor of economics at Brown university. Harper & Bros., 49 E. 33rd st., New York 16, N.Y., publisher. \$6.75.

Professor Taft, a banquet speaker at the 1957 A.F. of T. convention, tells the story of the first 40 years of the American Federation of Labor—the weak beginnings, the competition with the Knights of Labor, and the early financial troubles and jurisdictional disputes—and, at the same time, shows the development of the A.F. of L. belief that "trade unionism, through collective bargaining and control over conditions of employment, could be the most effective means for rectifying injustice and inequity."

Jack Barbash, director of research for the AFL-CIO Industrial Union Department writes about this book: "Professor Taft has provided a penetrating historical perspective for many of the compelling problems that confront the American labor movement today."

MOBILIZING COMMUNITY RESOURCES FOR YOUTH. Paper. *Identification and Treatment of Maladjusted, Delinquent, and Gifted Children.* 138 pp. By Paul H. Bowman, Robert F. DeHaan, John K. Kough, and Gordon P. Liddle, research associates for the Committee on Human Development of the University of Chicago. University of Chicago Press, 5750 Ellis ave., Chicago 37, Ill., publisher. \$2.50.

This is the third in a series of reports on the work of Community Youth Development program sponsored by the Committee on Human Development. The first two presented data on the three groups who were screened out for special attention: the

gifted child, the aggressively maladjusted child, the withdrawn child. This third report is a summary and a brief account of the design of the experiment. It is a progress report, as the experiment still has six years to run. This volume also gives information on the program of assistance and treatment that has been established.

PSYCHIATRIC ASPECTS OF SCHOOL DESEGREGATION. Paper. 94 pp. By the Committee on Social Issues, headed by Dr. Viola Bernard, New York City psychiatrist. Group for the Advancement of Psychiatry, 1790 Broadway, New York 19, N.Y., publisher. \$1.00.

This is the report of a group of more than 250 psychiatrists and social scientists on the psychological aspects of desegregation in education and is intended to aid in the smooth change-over to desegregation in the nation's schools.

The psychiatrists observe that problems arising out of desegregation require for their solution, not only an understanding of the social situation in which these problems occur, but an insight into the complex emotional feelings both hidden and obvious which influence attitudes towards these problems.

SCHOOL HEALTH AND HEALTH EDUCATION. Cloth. *Third edition.* 466 pp. By C. E. Turner, professor of public health at Massachusetts Institute of Technology, Dr. C. Morley Sclery, director of health services of the Los Angeles city schools, and Sara Louise Smith, head of the health education department of Florida State university. C. V. Mosby Co., 3207 Washington blvd., St. Louis 3, Mo., publisher. \$4.00.

This new edition was prepared for teachers and school health personnel and seeks to present the educational aspects of the school health program and the personnel relationships involved. The organization, methods, and procedures in health education are presented in detail.

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